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*The*  
**BULLETIN**

of the  
NATIONAL ASSOCIATION  
of  
SCHOOL SOCIAL WORKERS



MARCH, 1947

Volume XXII

Number 3

# NATIONAL ASSOCIATION OF SCHOOL SOCIAL WORKERS

1946-1947

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We should like to ask members and friends of N. A. S. S. W. to take a more active interest in the Bulletin. If you have an article or a suggestion regarding a paper we might publish, SEND IT IN. Manuscripts should be addressed to the Editorial Chairman and can be accepted for publication only on condition they are not being published elsewhere. They should be typewritten doublespaced and there should be two carbon copies. Authors of papers accepted will receive five copies of the issue containing their article.



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## FOREWORD

Visiting teacher work, now known in many areas as school social work, has been developing as a profession since about 1906. At first sponsored on a city or community basis, the current trend is toward state-wide programs initiated through legislative action as in Michigan, Virginia, Georgia, and Louisiana. The latter trend has brought many new workers into the field. It has, therefore, seemed a particularly appropriate time to devote the next two issues of the Bulletin to a review of the "old" and a presentation of the "new" in school social work thinking in the hope of developing a panoramic view of the work for all. We are reprinting some articles which have frequently been requested and which, therefore, continue to have current value. In selecting articles for the two Bulletins an attempt has been made to have them present historical background, daily work processes, viewpoints of school administrators, and a long-range philosophy.

The need for this type of emphasis has been indicated in the requests from individuals received at the Association's executive office, and also in the publications of several states as they have set up their programs. We quote from two of the latter.

Eugene B. Elliott, Superintendent of Public Instruction of the State of Michigan, says in Bulletin No. 342, published in 1945: "This . . . has been prepared in response to many requests for information regarding the administration and supervision of the Visiting Teacher Program. The purpose is to assist administrators, visiting teachers, and others in establishing and interpreting the Visiting Teacher Program. A further purpose of the bulletin is to indicate the relationships of the visiting teacher to guidance programs, social service agencies, children's centers, the other members of the school staff, and the home. The program is new, and the plan and the materials in the bulletin are accordingly somewhat tentative in nature. I hope that all participants will recognize the necessity for their continuing scrutiny of its operations, in order that the program may continue to grow in service to the youth of Michigan."

The editors of the Bulletin of the Virginia Conference of Social Work in the issue (January 1946) dedicated to the visiting teacher program in Virginia say: "It is hoped that this issue and the various articles included here will be of real help to the visiting teachers and those concerned with the program, both in carrying on the daily job and in formulating long-range viewpoint and philosophy . . ."

"The Visiting Teacher movement . . . was brought to the forefront by the problems of the first World War, and made considerable progress be-



fore the depression of the 1930's. During the depression, many appropriations were curtailed or entirely discontinued, and the program lost some of the ground which it had gained nationally. The stresses and strains of World War II and other national developments seem to have brought about a widespread resurgence of this movement . . . It is to be hoped that this time the progress coming out of the war years can be maintained, and that this educational activity which proves to have so much value in wartime will be made a permanent part of the educational system through the years of peace."

We hope that more states and communities will incorporate programs of school social work in their educational systems and that this Association can be of help as "all participants recognize the necessity for their continuing scrutiny of operations, in order that the program may continue to grow in service to the youth . . . " — of America.

The National Association of School Social Workers gratefully acknowledges to the Virginia Conference of Social Work permission to reprint from their January 1946 Bulletin.

Acknowledgment is also made to the United States Office of Education from whom permission was obtained for reprinting articles previously published by that office.

Mrs. Ruth East and Miss Margaret FitzGibbon collaborated in the work of these two issues of the Bulletin.

*Editorial Committee*

RUTH GELLER  
OLGA GRAEPER  
DORIS MASDAM  
HELEN L. PALMETER, *Chairman*

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*My point is this: The great block of those of us who teach, because of the nature of our training and experience and because of the weight of our daily job, have been rather slow to explore and accept the techniques of the mental hygiene approach in our daily dealings with children and with members of society in general. From our point of view the influence which a visiting teacher has had in our system during the past twelve years in influencing the remainder of us in the direction of a more healthy approach to all levels of individuals has been her greatest contribution.*

WILLARD E. GOSLIN,  
*Superintendent of Schools,  
Minneapolis, Minnesota  
Member of Advisory Board and Executive Committee  
National Association of School Social Workers*

## NATION-WIDE DEVELOPMENTS IN SCHOOL SOCIAL WORK\*

By FLORENCE POOLE

President, National Association of School Social Workers

The inauguration of a state-wide visiting teacher program by the Virginia Department of Education marks another step in the widely expanding use of such service by school systems throughout the country. Although the service is not new, the present rate of growth is unprecedented in its history and we see the work of the visiting teacher in our schools rapidly becoming a professional service of significance in the realization of the objectives of education.

Because of this rapid growth and because of wide variance in location and organization of schools, there is necessarily variance in the ways in which service is related to the school program. Each state, and indeed each school, which adopts a visiting teacher program will need to review many aspects involved in the use of such a service if it is to become an effective part of the work of the school. Consideration must be given to the function of the visiting teacher and qualifications necessary for the successful performance of this function. It is important, too, that the visiting teacher's work be related to the total organization of the school and that it operate as an integral part of that organization, not as something "tacked on" and little understood by the total school personnel.

A brief survey of the history of the movement, its present scope, and some of the areas which are now under consideration throughout the country may be helpful in giving background information on which to base the plans of new departments.

Visiting teacher work developed during 1906 and 1907 in Boston, New York City, and Hartford, Connecticut. These cities felt the need for school and community to work together more closely. They saw value in this to the child both educationally and socially. It is interesting to note that the first visiting teacher program in each of these cities was financed by community agencies and not by the schools. In New York City, two settlement houses assigned workers to schools so that the settlement could learn more about the children in school and the school could learn about the homes and communities in which the children lived. In January, 1907 the Public Education Association formed a committee to extend and

\*Reprint from "The Bulletin of the Virginia Conference of Social Work," Visiting Teacher Issue, January, 1946, Vol. 1, Number 2.



develop the work. In 1913 the work was officially taken over by the board of education.

In Boston, the work was initiated by the Woman's Education Association. A subcommittee of this Association employed a social worker in the Winthrop School District for the purpose of working with both home and school to make more effective the education of the child. Although other organizations provided visiting teachers in other schools in Boston, the movement did not become an integral part of the school system.

In Hartford, Connecticut the work was begun in 1907 at the suggestion of the Director of the Psychological Clinic. The visiting teacher was employed for the purpose of getting information about the child for the psychologist and in carrying out the recommendations of the clinic.

During the years that followed visiting teacher services were begun in many different cities. One of the most important events in the history of the movement took place when Rochester, New York employed a visiting teacher supported and controlled by the board of education. This was the first board of education to employ and finance a visiting teacher and it showed recognition on the part of the schools that visiting teacher service was properly one of the functions of the school and played an important part in helping the schools to achieve their educational purpose. The work of this first visiting teacher resulted in the development of a department of visiting teachers in the Rochester Schools in 1920. This department has been outstanding in developing policies and standards in visiting teacher work.

One of the greatest periods of expansion of visiting teacher work began when the National Committee on Visiting Teachers, affiliated with the Public Education Association, received financial support from the Commonwealth Fund for the inauguration of a country-wide demonstration of visiting teacher work. Thirty communities were chosen from two hundred and seventy applicants. A visiting teacher was assigned to each community with the proviso that the local community would share in salary and if the service seemed valuable would take it over at the end of the demonstration period. These centers were distributed widely throughout the country and included both urban and rural areas. The Commonwealth Fund supported both the demonstration centers and the training of teachers for visiting teacher work. In June 1930, when the Fund withdrew its support, twenty-one of the original centers continued visiting teacher work. During that time many other cities incorporated visiting teacher service in their school systems. When the Commonwealth Fund withdrew in 1930, there were 244 school social workers assigned in communities representing 31 States. During this time, and until recently when the work was taken over by the

public schools, the White Williams Foundation in Philadelphia made a definite contribution in training workers and developing philosophy and standards which were of value to schools throughout the country.

In the years of the depression visiting teacher work, in common with many other phases of education, was retarded by curtailment due to financial problems. Many cities, however, maintained the service and others inaugurated programs because the need for this special service became evident during that period. In 1939 a survey showed that most programs were too well established to be seriously affected and it was estimated that there were 150 centers where visiting teacher work was being done.

At the present time, after rapid expansion during the last few years, the visiting teacher movement has become an integral part of many school systems throughout the country and has been adopted on a state-wide basis by several states. In a recent survey made by the United States Office of Education of 1,100 cities of 10,000 or more population, returns from 748 showed 266 cities having full time organized visiting teacher services employing approximately 1,000 visiting teachers. One hundred and two cities indicated that some visiting teacher service was being given by other school personnel not classified as regular visiting teachers. Of those cities reporting no service, several were expecting to employ one or more visiting teachers the following year. This growth indicates an increasing interest on the part of school administrators and boards of education and an increasing understanding of the value of the service.

One of the most interesting developments at the present time is the inauguration of state-wide visiting teacher programs. During the last two years Michigan, Louisiana, and Virginia have, through legislation, provided visiting teacher service on a state-wide basis. This leadership on the part of state departments of education should promote high standards for the service. It should help, too, in building uniformity of standards in communities throughout the state.

Any study of visiting teacher service in the schools brings out sharply the wide diversity in organization and administration of the service which now exists. This is easily understood when one considers that it is a service that has been added to an already functioning organization. The survey of the United States Office of Education previously mentioned gives an excellent over-all picture of visiting teacher services as they are operating in large cities in the country today. The survey points out that at least fifty different names are used for visiting teacher service. It shows, too, types of work which visiting teachers are called upon to do and their relationship to other services in the schools. This survey should furnish valuable material for other studies which need to be made in the areas



of function, qualifications, organization and administration.

One area which needs, and is receiving attention at the present time, is that of qualifications and certification of visiting teachers. Last June the United States Office of Education called together a group of people representing school superintendents, representatives from schools of education and schools of social work, and practising visiting teachers to consider this question. The National Association of School Social Workers, recognizing the need for clarification in this area, has had a committee working on training and certification. Both of these groups recognize the need for training in both education and social work. They recognize, too, that with the recent great expansion in the visiting teacher field it is impossible to find enough workers with qualifications in both fields to meet the need. This indicates the necessity for clarifying with definiteness the exact educational and social work learnings required for visiting teacher work and the range of courses necessary to teach these learnings. When this has been done, it will be necessary for schools of education and schools of social work to develop curricula which will meet these requirements. It will also be necessary for school systems where untrained workers have been employed to arrange time for in-service training and for leaves of absence for study.

This effort to insure properly qualified personnel in visiting teacher work would undoubtedly be greatly benefited by the establishment of certification requirements similar to those now followed in other areas of education. Several states have already set up certification for this service and many cities have established their own certification requirements. It is hoped that the work of the two committees mentioned will assist cities and states in setting up certification which will establish adequate qualifications for personnel in visiting teacher work.

The National Association of School Social Workers (formerly called the American Association of Visiting Teachers) has assumed leadership in promoting professional standards and developing an understanding of visiting teacher work. The organization composed of visiting teachers was established in 1919. It publishes a Bulletin containing articles about visiting teacher service and has conducted surveys and studies which attempt to develop sound policy and effective practice. The Association is supported by dues from membership. At the present time it is hoped that an executive office may be established to carry on more efficiently the work of the organization. Two meetings are held annually, one at the time of the meeting of the American Association of School Administrators of the National Education Association and one with the National Conference of Social Work. The association has required for membership a year of graduate

social work training in an approved school of social work with one year of experience or supervised field work in this area. It also requires sufficient courses in education and educational experience to meet local or state requirements.

The history of the visiting teacher movement has been one of change and development. In its present state of expansion it is expected that marked progress may be brought about by the interchange of experience of those practising in new departments and new localities. Upon each worker will fall the privilege of helping in the development and the responsibility of adding to the high standard of this important phase of education.



# THE CONTRIBUTION OF THE SCHOOL SOCIAL WORKER TO THE SOCIAL DEVELOPMENT OF THE CHILD\*

By CLARIBEL E. BRUCE, *Principal*

Rochester, New York

One week from tomorrow we celebrate at our school the Fifteenth Anniversary of the opening of that school. We have paused many times of late to note the changes that have occurred over that period of time, congratulating ourselves on a few of our accomplishments — to establish a practical and worthwhile philosophy for the ensuing years.

Let me, through a simple comparison of two case studies, show the contrast between fifteen years ago and now, and allow you to judge for yourselves how well our community has been trained, or educated, over a period of years to know what it needs and wants with respect to the services of a school social worker.

I recall vividly our very first referral. His name is Harry. Harry is the son of a prominent business man — a business man who, with his prestige and influence, had helped make our school possible — a man who was to become a charter member of the Parent Teachers Association — who was soon to contribute to community enterprises. What would his reactions be to *our* observations of Harry's needs? Harry, who constantly whined, was an unhappy, warped little person — who sucked his thumb or his handkerchief, or a wad of paper — Harry, who was a target for stones, fights, ridicule of other children, who found solace in hanging around the school building until his attackers were a safe distance away — Harry, who fell asleep at night chewing a sleeve of his warm pajamas!

Yes, that was our first referral. With the careful planning of the visiting teacher, one of the most capable social workers I have ever known, Harry's parents were approached. Visiting teacher help was not only vigorously refused, but Harry's parents were insulted that their son had been recognized as anything of a problem at all. They, themselves, would see to Harry. They did—rigidly relying on the theory that severe punishment is the surest way to reformation. One method the parents employed, we later discovered, was to hire Harry's cousin, Dean, who was in the same grade, to report to them every day whether or not Harry had sucked his thumb in school. It took Harry a whole year to think of doubling the ante if the

\*Paper presented at meeting of National Conference of Social Work, May 28, 1945, at Hotel Seneca, Rochester, New York.

cousin would *not* tell on him. The thumb-sucking stopped to a degree, to be sure, but only to be replaced by other behavior patterns just as revealing of Harry's insecurity. You can readily understand how their son's development as a person was not so important in the parents' minds as how well Harry reached standards they set up for him.

Harry is twenty now and has completed his V-12 training. Ten days ago he visited us at school, en route to the Pacific. His reminiscences of his early school days were interesting. Somehow, I could not resist asking him about his cousin, Dean. "Damned if I know, and care less. I never did like the fellow."

Harry's case expresses quite generally the attitude the school social worker faced fifteen years ago. She was met with stiff resistance from even the well-meaning parents, parents who appeared to want help, but parents who had not yet learned to accept individual treatment of children. The principal was enough of a threat to a family. They certainly would have none of the social worker.

As a means of comparison, may I now give you, briefly, the picture of one of our most recent referrals?

Mr. Snow registered his two daughters at our school one morning about a year ago. After registration had been completed and he and his daughters introduced to the new teachers, Mr. Snow inquired whether we had a visiting teacher and whether it would be possible to speak with her. His children had received visiting teacher help in another school and he wished it continued. Only when the visiting teacher and I had reviewed the voluminous history of these children, did we realize how urgent it was for the treatment to continue.

The girls became active cases immediately with individual treatment every week. Because it is customary in our school for the visiting teacher, psychologist, nurse and principal to coordinate our efforts with respect to the more serious cases, we held several conferences concerning the progress of these two girls. The children, whose mother was a deserter, had been farmed out for several years with one family or another until the girls were terribly mixed up and confused. The fact that now they were in another school, in another community, forced to make other new adjustments, added to their confusion and they were openly rebellious at home and in school. However, treatments begun in another school were continued in ours and were taking hold in good shape when Mr. Snow threw a bombshell into the picture by announcing his intention of remarrying. The visiting teacher, of course, began immediately to prepare the girls for the new wife, who was soon to invade the home. The wife was invited to



come to school. How grateful we were to find her an attractive, alert, sympathetic girl with no delusions at all concerning her role as stepmother of the problem girls.

Recently a baby, another little girl, has been born into the home and the situation seems no more complex because of that. All members of that family come to school for help, the mother to see the visiting teacher or nurse or principal; the father comes to find out about summer camp, Girl Scout membership, or about vaccination of the new baby. The entire membership of that household works with us and we with them to keep the family relationships quite straight and wholesome. A sensitive awareness of each other, based on mutual endeavor, is producing not only a good social adjustment in school but is building a compatible family life at home. It is a source of great satisfaction that such a difficult and involved case is being dealt with in such a significantly successful way.

When our visiting teacher realized, quite suddenly, that she was leaving Rochester in January, she wondered what would happen to the Snow family. She prepared me to carry on as best I could until a new case worker could be assigned. To date, none has been supplied, but, through correspondence the visiting teacher and I are carrying on a modified treatment of the children. My technique is not like hers, obviously, but the children know, as do the parents, that our attitude toward them is one of genuine interest and helpfulness,—that we know them to be *people* with *feelings*, each one a unique, different personality. And that, <sup>4</sup>because each *is* different, he is entitled to different consideration.

In our attempt to integrate the case work and the school work in this instance—or in any instance—we all try to keep in mind the same objective, to bring about the adjustment of the child to normal social living. While we work in slightly different ways (the visiting teacher, psychologist, nurse, teacher and I), we try to understand one another's points of view. The social worker, observing the children in a classroom situation, gives the teacher intimate and personalized knowledge about the needs of that child. The teacher, in turn, frequently reports to the social worker the child's reactions within a group. They plan treatment together. While the case worker depends greatly upon interview technique, she is fully aware that the child in her office, free from group stimulation, frequently gives a different impression from that which he gives in a group situation. Therefore, she finds it to her advantage to visit the child from time to time in the group, or class situation.

In contrast to the attitude of fifteen years ago, high value is now placed on visiting teacher service. Parents and children want it. Principals and

teachers are clamoring for more and more service. We are all beginning to understand a little better the importance of a mental hygiene program and the contribution of the school social worker to that program. Interviews with other personnel, contacts with parents, or social agencies, finding necessary resources, providing needed therapy,—in these and other ways the visiting teacher is the one who follows through on plans. She rounds out not only the analysis and study of a problem, but goes the whole way with the treatment as well.

We all realize that a visiting teacher or school case worker is a person, or should be a person, to whom a child may go and be assured of an uncritical and sympathetic approach to his problems. We are all convinced that if ever there was a need for fine relationships between home and school, that time is now. It has been stated many times that the child does not come to school alone, but brings with him an emotional background of disturbances, prejudices, hates, fears, confusion, etc. It is our job to work together to get him on his feet, that he may take his proper place in society as soon as possible.

I believe that the social worker directly related to school administration as the visiting teacher is, is at present more effective than a child guidance within or without the school system. I feel that the visiting teacher's function within a school is largely that of *prevention*. When personality or behavior problems are caught in the early stages, a visiting teacher right on the spot can do much to clear them up. In many instances satisfactory adjustments are made within a few weeks. Even many of the more difficult and stubborn cases respond so well that corrective agencies such as the Society for the Prevention of Cruelty to Children, Police, Children's Court, etc., do not have to take action. This service, by skilled, trained workers, benefits the individual and society through an early approach to adjustment problems. It merits only the fullest support of the community.

With such a recognized need for the services of the school social worker, it is a pity that we face so frequently the threat of *reduction* of services. Will a community like ours permit such effective and essential service to become weakened in the face of ever mounting, ever increasing social dangers confronting us?

The fact that our school system is becoming more and more selective with respect to newly assigned personnel is heartening, indeed. When case workers, psychologists, teachers, advisers, principals, superintendents, boards of education and, in fact, all who deal directly with children—when all can be selected with as great concern for their personality and for their affection for children as for their educational training and ex-



perience—in other words—when we can know as much about our staff of workers as we do about the children with whom they work, and can be highly selective in choosing each one carefully for his particular job, only then can we be reasonably sure that we shall one day deserve and be able to claim our rightful place in the development of individuals in a democracy.

## KEEPING HUMAN\*

By JAMES M. SPINNING

Superintendent of Schools, Rochester, New York

Presented at New Orleans, February 25, 1937

I shall state my question thus: How to encourage in teachers such an attitude as will develop efficient control and at the same time not provide autocratic patterns for children to emulate as they grow up? For that matter, how avoid a spirit of domination in principals and superintendents? But let's take it first in the teacher-pupil relationship. Everyone knows that the first thing to do is to choose teachers carefully. And everyone ought also to know that no matter how carefully they are chosen, time and the profession itself do things to them.

In saying this, I mean that on the one hand their high purpose and their rich experience with growing children make teachers the most understanding and the grandest people in the world, and on the other they are subject to certain limitations produced by the narrow range of that experience and the very earnestness of their attitude toward life. Realizing that the balance is strong in their favor, we ought not to be afraid to examine some of the inherent limitations which grow out of the teaching career and to inquire whether they are after all necessarily inherent.

The teaching profession is naturally attractive to those who seek security. I don't mean security of job, but security of soul. Teaching is a profession whose exercise is essentially non-competitive, where the ego is relatively unchallenged, where one is surrounded by something like a family group, with a principal for *pater familias* and protector, to whom one may turn for advice and on whom one may rely for decisions. It is a profession which provides a dependent group for whom one in turn makes decisions and from whom one may derive the sense of importance which is lacking when one deals with his chronological peers. In this sense teaching is less adventurous than medicine or law or salesmanship or news-writing. It has temptations toward the authoritarian pattern found only in minor executive positions and in politics. Within the classroom one's word is too often law; outside too seldom.

In the extreme case of classroom autocracy there is produced just as definite an influence on young people when in later life they are similarly placed as is produced by the violent and arbitrary parent. This is not good for democracy. Control is necessary, but that which takes overt form as

\*Reprint from *Visiting Teacher Bulletin*, Vol. XII, No. 3, April, 1937.



autocracy can hardly produce a democratic pattern. The satisfaction of the teacher in being obeyed is less important than the growth of the child in self-discipline. The child's discipline of himself may not be so good as that which the teacher can impose and for a time he must accept hers, but always the direction must be toward such autonomy, as adults when they are truly adult can achieve.

Good teachers have always worked in this direction. Those who come now from our teacher-training institutions have been through a selective process which has put a premium on this attitude. But they must be stout of soul if as the years go by they do not lean too heavily on the approbation of their principals and too exclusively set up an ideal of teacher approbation for their pupils.

The pressure of their duties, the necessity to be law-givers, the being always on view, bring tensions which make taut nerves and the worry habit an occupational disease. This tension needs release. It can't find adequate expression in the classroom. It ought to find expression in after-school hours in walking, dancing, games and movies. But nine times out of ten a teacher will apologize for seeking relaxation, feeling that the community thinks she ought to be above fun and high spirits. If communities were wise they would prefer to have their teachers get lots of fun out of life in the hope that they'd put more in. Teachers should seek the companionship of people in other fields of endeavor—not to get themselves unduly involved in all sorts of committees and causes but to learn what life is like to others, to discover how other people look on the world. At the same time they have great need for periods of solitude. Nothing is so wearing as a vast number of personal contacts. If not solitude, then the teacher should court the company of those with whom he can unbend, provided that does not mean courting dismissal by the school board.

The great thing is to keep perspective on the job. Perspective never comes without growth, nor growth without perspective. Few chances of so-called promotion are open. There must be variety within the job, new study, new approaches. Such sharing in curriculum construction, policy-forming, and meetings is helpful to the teacher as well as to the school system. Summer courses, alertness courses, in-service training of all kinds are useful. Boards of education should and do encourage them. But too often credit-winning becomes the central motive. I'm just wondering whether there is some way of bringing teachers to realize the dangers of their profession without scaring them or assuming an attitude of criticism which is paralyzing to all accomplishment. The good principal or supervisor works as skillfully with teachers as the good teacher does with chil-

dren—commending achievement, increasing responsibility, bestowing confidence, assuming and by that very assumption re-creating professional attitudes.

One of my most illuminating experiences came a few weeks ago when I sat in at a teacher conference on Leo. The director of the child study department, a supervisor from the visiting teacher department, the director of guidance, the director of attendance, the coordinator of these services, the principal and the faculty of elementary school No. 600 took brief tea together, and then the kindergarten teacher, the first, second, third and fourth grade teachers, and the visiting teacher, told serially the story of their successive contacts with Leo and his problem.

They were attempting to draw some conclusions as to how the school and the home should deal with a highly combative youngster whose brief satisfaction lay in beating up Joseph or anybody else who would be as defenseless against his blows as Leo was against his father's. The satisfying thing about the conference was the unerring way with which the teachers went straight for causes, the absence of all feeling that when Leo misbehaved their authority had been impugned or their dignity attacked. Thirty years ago such a clinic simply could not have been held. It is possible now because of a changing philosophy on the part of teachers, an objective and professional approach to problems which has caught the spirit of the trained social worker at her best. I was not so much concerned about Leo's growth and development as I was impressed by the growth and development of these teachers as they laid aside all egocentric thinking and widened their perspective through pooling their information and experiences.

At another such session the head of our visiting teacher department led a small group of classroom teachers back over some of their own childhood experiences and resentments, resentments often still burning. Out of it all came a renewed appreciation of the intensity with which children feel and some very practical guideposts for teacher practice.

What I am driving at is the desirability of having within the system trained psychologists and psychiatric case workers, not only for analysis and assistance with problem cases but as *workers with teachers to foster the spirit which seeks first to understand*; which does not expect the child who has been spoiled or neglected for five years to change his whole behavior scheme in one week in response to threats or punishment; which knows the value of home cooperation when it can be secured and the part which other agencies of the community can play in helping to achieve good school adjustments.

This spirit and this wisdom are just as important for the principal in



his relations with children. Sometimes in the elementary school by the tradition of childhood rather than by any threat of the teacher or any rightful reputation of his own, the principal plays the role of bogeyman. Said one principal to a first grader lingering near the office, "Do you want to see me?" "No," was the answer. "*I'm a good boy.*" Such reactions are growing rarer. In most schools the principal is no longer a figure to inspire awe, but a friend to inspire confidence.

If he is still the repressor rather than the leader, it may be that he is at heart fearful for his authority. He may be seeking to justify himself in his own mind as a competent person by a great show of busyness. His concern for the appearance and the order of his school may tempt him (more likely her) to keep house violently. His feeling of obligation to the central office and his fear of criticism may be so strong that he produces in his teachers the same attitude which the central office inspires in him. If this is the case, his first reaction to every suggestion is apt to be *no; to every slight criticism an elaborate defense.*

If there should anywhere be such a case, the fault lies squarely with the superintendent, either for his selection in the first place or for a central office attitude which permits itself to be so misunderstood.

The principal is subject to many of the tensions which operate on the teacher and to several others. He has great need to find security in himself if he is to keep free of dogmatism and the power-complex. And how well he does it! No other job calls for the skillful management of so many and varied problems in the realm of human relationships. Parents, pupils, teachers, supervisors, superintendents—each demands a different technique. The administrator must make decisions. He must take counsel up to a certain point and then he must act. Where is that point? Do what he will, his decisions must often seem arbitrary to those whom they affect. An executive must execute—frequently on too short notice to win all the support he needs. Then where shall he find the line between leadership and domination?

"The little more and how much it is;

The little less and what worlds away."

No school and no school system, I suppose, can operate without some centralization of authority. But neither can it operate in any true and progressive sense without plenty of initiative and free motion at the periphery. Shall we abolish centrifugal or centripetal force? Both, I take it, are necessary for satisfactory rotation. But the problem is not solved by a metaphor. For in school work the periphery *is* the center. The center must know and understand the periphery—must indeed not think of

itself as the center at all. The principal, or the supervisor, must have antennae highly sensitive to all human feelings around him. Knowing how easy it is to suppose one's acts are wise and righteous acts because they are accepted, he must constantly be on guard against this type of error. At the same time they must not be deterred because of every possible breath of criticism nor suppose that it is either possible or right to please everyone.

But human nature is of such cast that nine times out of ten when there is adverse criticism it attaches not so much to what is done as to the way in which it is done. The danger and the injustice come when there is such impatience or despair of having measures accepted without displeasing someone, that the administrator lays aside consideration for the human feelings and weaknesses of others, and with their counsel surrenders also their support.

Valuable though such measures are, I suspect that not even courses in administration or any set machinery for getting group judgments and group action will altogether solve a problem so bound up with the intricate pattern of human growth and development. I suspect that there is no complete answer, and that the partial ones we find will include some self-analysis which employs, as largely as any self-survey can, an objective approach. That would mean dispensing even for ourselves with expectation of perfection and with thoughts of crime and punishment; but perhaps it would mean also a little better orienting and a profounder respect for personality in our colleagues and our pupils.

# THE VISITING TEACHER AND THE SCHOOL

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The visiting teacher operates as an integral part of a school organization. Usually she is a new part and almost always a different part, in that she has different routines and a primary commitment to individuals who are unadjusted rather than to a group. However, if a visiting teacher is to function adequately she must fit into and be an accepted part of the whole of the organization. She can do this best if she recognizes the relationship of her work to the whole, for she is a practitioner working directly with a few children in a set-up having many children; and a consultant understanding and assisting, but not directing, other school personnel in meeting children's needs. The only authority she carries is the authority of her skill with children; so in the hierarchy of school administration she is a staff rather than a line officer.

To operate smoothly and effectively within a highly geared school set-up the visiting teacher will need to approach thoughtfully her relationships to all school activities and personnel. There are organizational problems and practices which she will wish to consider. Also, there are principles of working with people in professional relationships which she will wish to practice. Some of these things are suggested and discussed in the pages which follow.

One of the things the visiting teacher will wish to know immediately upon taking a job, if not before, is her position in the school set-up. Often she is directly responsible to the superintendent, though not necessarily so. She may be responsible to the board, a department head or one or more principals. She will wish to know too how her administrative superior defines her job; indeed she will do well to have a share in defining it with him before she accepts a position. Nothing can be more valuable in having a job operate smoothly than a thorough mutual understanding between the school administration and the visiting teacher as to the area of her responsibility. When this has been agreed upon, the visiting teacher then carries responsibility for keeping the administration informed of the progress of her work. One of the best ways to do this is through conferences, preferably regularly scheduled ones, with the person to whom she is responsible; another is by brief monthly reports; and another by annual reports written in a readable narrative style. Too often visiting teachers seem to be doing their jobs "in spite of" rather than in cooperation with



their superintendents. Much of this can be overcome by a mutually accepted definition of the work to be done. Even when the visiting teacher has not preceded her acceptance of employment with such understanding, she can request and achieve much of it at any time there seems to be confusion or misunderstanding.

The visiting teacher will wish to know all other school personnel,—who they are, what they do and to whom they are responsible. There may be assistant superintendents, supervisors, attendance officers, nurses, clerks, principals, and teachers. There may be others, or not all of these. In any event the visiting teacher can work best with them when she understands their assignments, their limitations, and something of the kinds of people they are. It is valuable for the visiting teacher to be known by all school personnel with whom she may work and in turn to know by name, personality and job assignment of these same people.

Not only will the visiting teacher and her superior officer need to have a mutual understanding of her job assignment; but this will need to be shared with the rest of the school personnel. This can be done in many ways; among them are verbal or written descriptions of the work made by the superintendent, talks made by the visiting teacher to large and small groups of school personnel, individual conferences, and a system of reporting which shares with all members of a school system some over-all understanding of what are the goals, assets, accomplishments, limitations and even failures during a given period of time. Such interpretation cannot be done just once and last indefinitely—good interpretation involves repetition, expansion, and follow up in the reporting of important aspects of the visiting teacher's work. In other words, the visiting teacher's job is not an isolated one, but must be shared if it is to be successful. This calls for skill, patience and initiative in the area of interpretation.

Because usually the visiting teaching job is new, there will be persons already in the school system who previously have done part of the work to which the visiting teacher is assigned. These persons may be attendance officers, supervisors, teachers or others. It is wise to know who has been working with troubled children and to know something of what the coming of a visiting teacher may mean to these persons. There are two extreme attitudes which may be present, or there may be genuine acceptance of the new job and new person. One extreme is that of reluctance to relinquish the function of working with children who have special problems. When a supervisor or principal has been doing this over a period of time, yielding the responsibility may be threatening to prestige or it may mean actual loss of a highly significant part of the daily job. If the visiting teacher

recognizes this possibility, works understandingly with the person losing the assignment, and takes great pains not to intrude on the basic functions of the other person's job, often a sound working relationship can be developed. Sometimes it takes more, and it becomes necessary to sit down together to come to a mutual definition of areas of responsibility. Changes in attitudes may come slowly and the visiting teacher need not feel defeated by such opposition, but she does need to bring all her skill to bear in overcoming it.

The other extreme attitude is that of wishing to relinquish to the visiting teacher all responsibility for understanding individual children. This is especially evident when teachers take no responsibility for checking on absences, following through on school failures, or being responsible for discipline. The presence of a visiting teacher in a school set-up does not lessen the responsibility of the rest of the school personnel to carry on with routine matters of attendance, scholarship and behavior. The purpose of a visiting teacher program is not to relieve other personnel, but to furnish an added service to children. The visiting teacher job may lend itself too easily to a glorified errand boy sort of functioning, especially if the visiting teacher feels insecure and is anxious about establishing herself in the good graces of the school. Perhaps all of us at some time take jobs outside our assignment out of sheer good will or in an effort to develop good will. The important thing is to make such exceptions judiciously and in a limited way. The visiting teacher who has time to run everybody's errands is saying more loudly than words can that her own job isn't too important. On the other hand the visiting teacher who cannot sometimes give generously of herself outside the definition of her job has little place in a school set-up. Here, and also in the other extreme, a clear cut definition of her job, known to all the school personnel, is of great help.

The key person in the adjustment of the visiting teacher to any specific school is usually the principal. The principal is administratively responsible for his school: final responsibility for the execution of routines, discipline, instruction, and handling of children may rest with him. He is the host of his school, and the visiting teacher who recognizes this at all times is wise. When she is working within a school, she will keep the principal acquainted with what she does and why, and with him she will develop procedures of work. It is important that children referred to the visiting teacher by teachers be referred through the principal and that the visiting teacher acquaint the principal with other children who are referred to her from such sources as community agencies, interested citizens and parents. This keeps the principal informed, enables him to contribute to the plan-

ning which is done, and insures his being administratively responsible for his school. Also, it enables him to participate in the interpretation of the visiting teacher's work and to help sort out the situations which properly should be referred to her. The principal should know something of the general progress of the visiting teacher's work and have specific reports on her work with the children in his school.

It is wise for the visiting teacher and the principal to agree upon proper places and times for interviewing teachers and pupils and to work out procedures for calling them from the classrooms without embarrassment or serious disruption of school work. There will need to be a system whereby teachers can refer children to the visiting teacher in writing, this written report reaching the visiting teacher through the principal and becoming part of a permanent record. This insures the investment of some energy and thoughtfulness on the part of the teacher and keeps things moving in an orderly fashion. These written requests do not obviate the need for conferences with the teachers. Such conferences are essential and may precede or follow the written material, or both.

If at all possible, the visiting teacher should consider establishing a routine whereby she visits schools, especially the large schools, on regular schedule, as well as being on call when emergencies arise. Reporting back to the school, especially soon after significant home visits or conferences with children is essential. Verbal reports are better than written reports because the quality of feeling is more adequately expressed verbally, and because notes about children so easily fall into the wrong hands or are lost. The visiting teacher cannot hope for much cooperation from a principal or teacher if after being asked to work with a given child she fails to give the school a prompt report. If written reports are used, every effort should be exerted to protect the children under care from being publicized and to impart feeling tones with facts. Facetious notes about children seldom have their place in the visiting teacher's job.

If the administrative personnel are the key to the adjustment of the visiting teacher in her job, it is equally true that much of the responsibility for the adjustment of children must rest with the classroom teacher. Here we have two principles at work which seem paradoxical, but actually are mutually interdependent. The one is that a visiting teacher who of necessity sees a child only occasionally may be a potent factor in helping that child, for her contacts with him can bring understanding, courage, ability to face reality and reassurance. On the other hand the classroom teacher is with the child twenty or more hours a week and creates the major element of the environment and treatment which influence him; so her position in



relation to the child is also a key one. Fortunate is the troubled child when teacher and visiting teacher pool their understanding and their skills to help him.

The visiting teacher who has had classroom experience is in an especially good position to understand some of the pressures and frustrations of the classroom teachers' jobs. To be helpful to children often she must begin by being helpful to teachers. So when a child is referred to her, the visiting teacher takes time to listen and understand how this difficulty looks to the teacher. Only as she sees the teacher as a human being and understands her feelings about being a teacher as well as her feelings about being the teacher of a particular child can she be helpful to the child through the teacher. The best of teachers sometimes need to share their concern about a particularly difficult child, and even with the best of teachers sometimes two heads (her own and the visiting teacher's) are better than one.

When a teacher refers a child, the visiting teacher will listen carefully, employing all the understanding at her command that the interview may achieve four main purposes. One purpose is to gain understanding of the child and his problem. A second purpose is to gain understanding of the quality of the teacher's thinking and feeling about the child. The third purpose is through hearing the teacher and offering her acceptance and understanding to release the tension under which she may be working and free her to work more understandingly with the child. If a fourth purpose for such interviews is needed, it is to offer counseling and advice. This is often valuable and necessary; too often though it takes first place rather than fourth in work with teachers.

A child who does not conform to school requirements and routines may constitute a real threat to an already tense, harrassed teacher. She has a job to do with a group of children; this child impedes her progress with the group and stands sometimes in her own mind for her inadequacy as a teacher. These feelings, if they are present, cannot be waved aside. They are real and will have close relation to the child's adjustment. Often the visiting teacher is helpless to relieve the teacher of any of the too great burden under which she is working. *But she can understand and this understanding is the greatest boon of all.*

The teacher may be sensitive about referring children to the visiting teacher, because in doing so she seems to say she has failed with this or that child. The visiting teacher needs to be sure she does not share this feeling, for if she does it will be truly difficult to help the teacher or the child. When we understand a situation as another sees it, failure or success seldom enter in. The situation is there by virtue of a wide series of

circumstances and attitudes. The question is how can it all be re-oriented for the child's best interest.

The visiting teacher will wish to be sensitive to what it means to a teacher to be interrupted in the middle of a recitation for a conference. Often just asking whether it is convenient for the teacher to see her will remove quite reasonable irritation over being interrupted. Sometimes the visiting teacher can return at a more appropriate time. Some teachers like to discuss children at lunch time or before school; others do not. Such differences should be noted.

Teachers often quite justly feel that they share with the visiting teacher all they know about a child only to have the visiting teacher withhold any information she has. This smacks of superiority and patronage, and again is destructive to a relationship which will help the child. Yet there are two sides to this question and the visiting teacher will need to do her best professional thinking to achieve the right balance. No one who respects a child wishes to publicize information about him which is destructive, sensational or bizarre. Repeating such information, or even petty gossip about him or his family, does not help him to achieve a better adjustment with his school associates, be they teachers or pupils. Perhaps two criteria can be established for information to be shared with teachers (or with anyone for that matter) about children. The first is that the information be related to the child's problem, or the treatment contemplated, sufficiently closely that the teacher needs to know it. The second is that the information be given in a positive, forward-looking fashion. "This child needs a hot lunch" or even "This child is hungry" are better statements than "This child has not had a decent meal for a week."

Except in unusual circumstances, teachers need to know and have a right to know the agreements for "next steps" reached by parents or children in conference with the visiting teacher. They need regular and prompt reports from the visiting teacher so they know the general course of her diagnosis and treatment. Again, written reports are not as good as oral reports and reports directly to teacher are often better than second hand reports from principals. Sometimes, however, all three kinds of reporting must be used. If the visiting teacher can fit her work into the main stream of school life through adequate reporting she will find it worth the effort.

Teachers are responsible to supervisors or principals for the quality and content of their instruction. Likewise they are responsible to the principals for various other functions. The visiting teacher will take care that she does not intrude on these relationships, but works through supervisor or principal when she has suggestions in the area of their responsibilities.

For instance, a visiting teacher will not "go over a teacher's head" to pass or promote a child. If she feels such a course would be helpful, she will discuss it with the person responsible for instruction, recognizing that the decision belongs to this person rather than to herself.

In many schools it is the fate of teachers to know very little about the planning and functioning of the whole of their school systems. They come to accept their area of activity as being within their classroom walls, or within their own schools. School systems are the losers when the whole of the teacher interest is not used. The visiting teacher can help her own job and the teacher in this area by developing a system of reporting which will reach teachers as well as administrative personnel. This might be done through an end-of-the-year verbal or written report, made to the teachers and for the teachers as a group.

Another area in which the visiting teacher can be helpful to teachers is in helping them to accept two things about children: one, that they can be expected to "fall from grace" on occasion, particularly those children whose adjustment is precarious anyway, and the other is that gratitude from children is not always desirable and often is not forthcoming. If the visiting teacher could give kindly, casual warnings along these lines teachers might not feel so frustrated when, after generous investment of themselves to help a child, they meet with the old disrupting behavior or with ingratitude. Perhaps too the visiting teacher at times may need to help herself along these same lines!

In conclusion it might be said that the visiting teacher seeks to work with all school personnel towards helping children. She does this through understanding school people and children and helping them to see the humanness of each other. She works out a philosophy and practice which says, "The school and I for the child", not "The child and I against the school."



# THE VISITING TEACHER AND COMMUNITY RESOURCES

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One of the primary methods through which a visiting teacher helps a child is through helping him, his family, and the school to use the community resources which may be available, or can be created, to help him. In every community one finds some agencies, organizations and institutions which have an interest in children and are committed to a program for bettering the general welfare of the community. There may be many such agencies or just a few. In either case the problem resolves itself into knowing the resources, both what they want to do and can do; knowing how they work; and knowing when and how to use them to the best advantage. This means that the visiting teacher needs a thorough knowledge of community resources and the personnel who make them available. In turn, she has an equal responsibility for making known to the community her own function and way of work and for interpreting the school to the community.

Among the resources usually available in small urban and rural communities are departments of public welfare, courts hearing children's cases, churches, clinics, such organizations as Future Farmers and Four H Clubs and civic clubs. Most communities also have branches of national organizations such as the Red Cross, Tuberculosis Association and Crippled Children's Association, which can be helpful with certain specific problems. In more populous counties and in most cities there may be such other organizations as children's aid societies, family service societies, medical clinics, child guidance clinics, YWCA's, YMCA's, Boy Scouts, Girl Scouts, community recreation programs and community playgrounds. Also, every state has certain institutions for children who are delinquent or handicapped. These institutions may be under private or public auspices. The visiting teacher needs to know all these resources and to be able to evaluate them in relation to the needs of any given child. Such knowledge cannot be achieved hastily, but is accumulated gradually as opportunity affords—or perhaps on occasion the wise visiting teacher will create the opportunity.

A new visiting teacher going into a community will find it valuable to call almost immediately for an appointment with the director of the local department of public welfare; for she will need to know the public wel-

fare personnel and their functions. Functions of public welfare departments vary, but in general the visiting teacher will find these departments have funds for the support of certain categories of needy people, have certain facilities for family counseling, know of and often administer funds for medical care, provide foster home care for some children, and have some responsibility for protective or supervisory care of neglected or delinquent children who are living in their own homes. All these functions are performed under certain laws and rules, and in relation to the personnel and money which are available. These functions and their limitations are things which the visiting teacher needs to understand. Likewise, the public welfare department needs to know the responsibilities and limitations of the visiting teacher's job.

As her work progresses, the visiting teacher will find many of the children she knows are known to the department of public welfare. Still others may be unknown, but in need of public welfare service. Here it will be well for the visiting teacher and the public welfare workers to have a way of "clearing" with each other to know when both are mutually interested in a child or family and, if so, to work out coordination of their services. The ways in which a department of public welfare may wish the visiting teacher to refer cases and in turn the ways the visiting teacher wishes to have cases referred will need to be mutually understood. Often a public welfare department feels it can be most helpful to people if those desiring help mobilize their own energies to ask for help from the department. The visiting teacher needs to understand this and take it into account as she tells a family about the public welfare department or tells the department about a family.

Sooner or later there will come a time when the public welfare worker and the visiting teacher will need to define their functions in relation to each other so there will be neither overlapping of services, gaps in service, nor confusion of service for the child or family. Each agency worker will have specific things which necessarily are her function, such as determining financial need which is a public welfare function or interpreting school policies which is a visiting teacher function. There will be other activities which may well be the function of school or welfare agency. In such instances the good of the child should be the criteria on which one or the other assumes responsibility. The important thing is that there be a plan to which public welfare workers and the visiting teacher agree.

There are two functions of public welfare into which visiting teachers are often tempted to enter. One of these is giving financial help, usually in the form of clothing, to needy children. It would be fine if our public

welfare departments could always supply such things when they are needed. At present, they cannot always do so, nevertheless the function of giving financial aid to needy people belongs primarily to public welfare. A safe rule for the visiting teacher is that she always request financial assistance for needy children from the welfare department before looking elsewhere for it. If the public welfare department cannot supply it and the need is clear, the visiting teacher may then look elsewhere—but only after the public welfare department has said help could not be made available there. If and when the visiting teacher supplies clothing for the child, it should be given to the parent, not the child. A fundamental principle in parent-child relationships is at stake here.

Another public welfare function into which a visiting teacher sometimes is tempted to enter is that of foster home placement. It seems reasonable to say that a visiting teacher has neither the authority nor the kind of knowledge which allows her to do this. So while the visiting teacher may urge court or welfare department to take such a step, she herself will not do it. Not only may she make a serious mistake in unwise placement of a child, but she may subject herself to a technical charge of kidnapping if she places a child against his or his parents' will.

In many communities into which the visiting teacher will go she will find juvenile courts; in others she will find the function of the juvenile court incorporated with that of another type of court. In any event she will wish to know the court which hears the cases of dependent, neglected and delinquent children. She will wish to know the judge, the commonwealth or district attorney, clerk of the court, and the probation officers if there are any. In turn these people will want to know her and her function. The juvenile court law, or the law operating for juveniles in other courts, the procedures for bringing a child or his parents into court, the actual court procedures and the possible and usual disposition of cases are important to know. Gradually too the visiting teacher will wish to work out a practice and philosophy with reference to her use of the courts. She is not a law enforcement officer and will not appear before the court as such. But her concern is for children and she will go into court as the need arises with and for them, always with the purpose of helping rather than punishing. Also, she may wish to use the court informally for consultation and advice. Just one word of warning to the visiting teacher:—she should take few children to court, and none without the approval and support of the superintendent of schools or her superior officer. Indeed it is a wise plan to take to court only those cases in which the superintendent himself signs the petition or warrant.



Increasingly in some states courts are using the personnel of public welfare departments as probation officers. Here too the visiting teacher will need to be clear as to her responsibility when a child with whom she has worked is put on probation to the department of public welfare or to a regular court probation officer.

In connection with the courts it might be well to mention the court's use of state training or industrial schools for delinquent children. It is good to know who is sent to these schools and the procedure for sending them. Visits to the state schools to know the kind of institutions they are will help the visiting teacher to give support and courage to a child from her school who has been committed to such an institution.

Our churches, Jewish, Protestant and Catholic, have traditionally had concern for the welfare of children. The church has much to offer the troubled child and his family. Spiritual guidance, encouragement and understanding may be available through the church. Also there may be opportunities for socializing experiences in Sunday School, in Club or in young people's groups. Often an adult Sunday School group will sponsor something particularly needed by a child, be it shoes or piano lessons. Perhaps the new visiting teacher will ask to appear before the ministerial union or other groups of clergymen to meet them and to explain her function. This will be good. But even more value will lie in her acquaintance with the personnel and program of each religious group. Again she will wish to develop a way of working with such groups which will have regard for the wishes and interests of the child and his parents and will enable the church to render effective help. Some of the children with whom the visiting teacher works will have no religious affiliation. In such cases special care should be taken only to suggest, not to insist, on a child's identifying himself with a religious group. Sometimes the children will be members of small religious sects. The visiting teacher needs to know these and work with them as well as the better established religious groups. Again it is important that there be coordination of services: the church and the school need to understand each other's functions and pool their resources for the good of children.

Many communities have some facilities for medical care, varying from a public health nurse working alone to an intricate system of nursing care, clinics, medical care and hospitals. Again the visiting teacher will need to know very early in her work just what is available and on what terms. Children will be referred to her whose problems seem to stem from health difficulties. Often behavior, attendance or scholarship difficulties come from some physical or medical problem. To help such a child medical care

will be needed. Unless the school has its own medical staff, or unless there is an emergency illness or accident, all plans for medical care should be worked out with a child's parents. The visiting teacher will lend as much help and support as may be necessary, but she will proceed only with the permission and cooperation of the parents. In communities where there are school nurses or departments of health, the visiting teacher will look to them to carry the major responsibility for medical care. This means wherever possible she will refer medical problems to medical agencies, and work out with them a cooperative relationship in helping the child.

Clinics and hospitals have varying methods of admitting patients, varying services and varying fees. The visiting teacher will need to know these. Also, she will need to know whether the hospital or clinic wishes social information about a child from her and if so what kind and how much. Sometimes a description of a child's home conditions, behavior, or school performance is very helpful to a doctor in treating the child.

Many visiting teachers will have available only the medical care offered by private practicing physicians. So another group of community people valuable to know is the medical group, including the dentists. She will remember that a physician holds information about his patients in confidence and will request permission of a family before she inquires about a child. Also, she will be very wise, especially in rural communities, to clear with the family doctor before having any part in referring a child to a clinic or hospital. Otherwise the medical profession may soon begin to look on her with suspicion.

Often a visiting teacher will see the primary need of a child as that of group association and acceptance. She will know that children need wholesome outlets for their energies and wholesome conditions under which to make and meet friends. These opportunities are made possible through such organizations as the 4H Clubs, Future Farmers, Scouts, YM and YWCA's and church groups. Many things enter into the successful adjustment of a child to a group, some of which are within the control of the visiting teacher. She can know something of the child and his interests before suggesting a group activity. She can likewise know something of the activity and the people directing the activity. Then she can plan with the child and with the organization for the child's entering a group. This may mean interpreting the child to the group leader and agreeing on a way to orient the child. Usually, if carefully done, it involves introducing the child to the leader and encouraging him to choose his activity. Often another group member can be found who will be host to the child at his first meeting. Also involved in a successful group ex-

perience for a child is careful follow-up with the group leader and the child to insure the best possible adjustment. Careless referrals of children to group activities too often result in added social failures for children, and much wasted time for child, group leader and visiting teacher. Since many group leaders are volunteers, the visiting teacher has a special responsibility for professional planning. She should be sure the child has part in making the plans, and try to insure too that the quality of group experience is not too complicated or sophisticated for a beginning group experience; but is of a type and has the kind of leadership which will meet his needs.

Civic clubs are often interested in sponsoring group activities or in providing special services for special children. Such clubs are excellent interpreters of the visiting teacher's job. Therefore, the visiting teacher will welcome the opportunity to meet and know civic groups. She will seek to work with them and through them, but will not take over their functions. She will work too when using special club funds for children to present the child and his need without identifying data; so that no child need be embarrassed by being known as the protege of a club. It will take skill and conviction on the part of the visiting teacher to interpret this principle to civic groups, and in doing it she will have rendered real community service.

In the above connection another principle should be mentioned regarding the visiting teacher's use of all community resources—that is the principle regarding confidential information. A visiting teacher holds in confidence what she knows about a child and his family and shares it only for the purpose of helping the child. Likewise she holds in confidence information shared with her by another agency, and repeats it only with the permission of the agency.

Consideration of these basic types of agencies; public welfare, court, church, medical facilities, group work organizations, and civic clubs could be enlarged in content and the discussion extended to many other community services, but the principles for most agency relationships are probably incorporated in the discussion of the above six. Among them might be listed:

1. The visiting teacher needs to know her community resources and to be known by her community.
2. She needs to develop procedures with them which will include ways of "clearing" to find out whether other organizations know the same child, ways of referring children, ways of coordinating work, and ways of keeping in touch with each other.



3. She needs to stay within her function and accept the right of other agencies to determine their own function and ways of work.

4. The wishes and needs of the child and his family must be her primary consideration; so that she does not make decisions for them in relation to their use of other agencies, but works with them, sharing her knowledge and leaving actual decisions to the free choice of the child or his family.

5. The confidences of the family and of the agency are always respected.

To achieve these things the visiting teacher works planfully and thoughtfully. She learns to use the facilities available to her, to enter into professional relationships with others interested in children, and to support programs designed better to meet the needs of all children. Her work then becomes not only part and parcel of the school, but part and parcel of the whole of community living.

# THE MENTAL HYGIENE APPROACH TO THE TEACHING PROFESSION

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The nation's children are the storehouse of its human wealth. Much of the potential value is lost, however, through the inadequate or disordered development of the personalities of those children. We can not afford to neglect the personality area of learning in our schools and seek only to aid the child to gain physical and intellectual maturity. A well-developed, integrated, satisfactorily functioning personality is based on the maturation of the physical, mental, and emotional life of the individual.

The home and the school are two of the most potent environmental influences in a child's life. If identification with the adult members of the family circle develop certain modes of behavior in response to certain influences, then the school, through the influence of the teacher, exerts a like influence. With the possible exception of the child's parents the classroom teacher has the greatest single opportunity to influence personality development. Teachers are in the front line in this battle against poor mental health and broken lives in the young citizenry. Can it be possible to fight a successful battle if the fighter himself has a mental illness? Mental illness is a communicable disease and as surely can be transferred as the physical disease of tuberculosis.

A basic human goal is happiness. Whatever man does or dreams of doing, he does to find gratification and contentment. The religions of the world stress this need and the psychiatrist says it is necessary for the continuous and sturdy growth of the human being. The achievement of comfort, the attainment of satisfaction and complacency, and the possession of serenity is set before each human being as a worthy life goal. To attain these positive features there must be an avoidance of worry, anxiety, fear, pain, discontent, misfortune, and regret.

Many of these goals are unattainable because of spiritual or physical deficiencies in the persons desiring them. Many are lost because of insuperable obstacles in the environment, therefore, life holds a series of thwartings to which the individual must adjust. Thwartings are inevitable, therefore, adjustments must result. Of the three kinds of adjustment, by attack, by compensation, or by flight, the first leads to the best mental health. It is a facing of reality with aggressive determination to conquer it. Emotional maturity is the result. Some people believe that an emo-

tionally mature person is one who succeeds in hiding all feelings. This is not so. A person who is spontaneously and genuinely responsive to human relationships with all is mentally healthy.

Learning is involved in the total reactional behavior of the child to an experiential situation. The teacher holds a key position in the learning situation of the child. The teacher's personality thus becomes a major factor in the concomitants which set the stage for learning in the child and during basic years probably the principal motivating factor as well. It is the personality of the teacher, the mother substitute, which produces the "climate" in the classroom, which either promotes or hinders the best growth in the personality of the child. The teacher's job is unique and challenging. In the children with whom she works, she is brought unwillingly close of the most crucial experiences of her own life. It is not astonishing that the teacher's own emotional learnings often represent the pattern for her understanding of child's behavior. The teacher becomes close to those whose interests and problems parallel her own and becomes annoyed with those whose problems are least understood. This condition may lead to serious consequences in the personality development of future generations. Society must be able to count on the strength and maturity of the teachers of the future.

The good teacher is one who knows and understands her children, who has enthusiasm for teaching, who believes in the learning capacity of every child, who has an unmistakable liking for children, who is interested in giving children opportunities for successful living, and who has a well-adjusted personality. This teacher will accept a child for himself alone, will approach her problems with an unbiased mind, will provide some place of importance for each of her charges, and will be alert to find and reduce the mentally ill people of the future. The classroom itself will be socially integrative and the teacher-pupil relationship will be a "we" and "our" relationship. It will be tempered by an objective approach, a scientific point of view, it will be flexible with allowances for individual differences, and will be a constant expression of the operation of democratic processes. Can anyone doubt that it would be necessary to have a teacher with good mental health to lead in such a learning situation?

The physically sick teacher stops teaching or gets treatment but the mentally sick teacher continues to teach. She associates with other teachers which has undesirable effects and she is quite likely to transmit the disease to the children who spend several hours each day under the influence of her personality. An unhappy teacher has a depressing effect upon children. An emotional instability in teachers produces instability



in children. A teacher who is fearful, inhibited, and frustrated finds it difficult or impossible to develop intelligent stable behavior in the classroom. Such a teacher may be found among those who must be handled with kid gloves, and who are uncooperative and selfish. The suffering-hero type who turn to tears and self-pity are also found in the ranks. The dominating and opinionated as well as the secretive and inhibited types are all manifestations of maladjustment. It is in the classrooms of these teachers that behavior problems are found in a marked degree. The classroom of the maladjusted teacher is characterized by the use of force, threats, commands, and attacks against the personal status of the children. There is a rigidity or inflexibility of purpose and a belief that the behavior of others must conform to predetermined standards. It is a form of dictatorship with the "I-want" and "you-do-this" pattern. Democratic procedure holds a threat over the weak teacher.

Teachers as a group are not more maladjusted than members of other vocations. The major portion of this large professional group are zealous and devoted workers but as in other professions there is the fringe whose influence is so negative and destructive as to be a cause of genuine concern. There is also the group of those persons who are not so maladjusted as to be clinical cases but phases of whose personalities are not perfectly adjusted and who wield a great detrimental influence on the youth of our land.

The causes of this maladjustment may be the result of environmental conditions. There is no more potent basic need than the need for security. The yearly contract, the fear of the criticism of administration, the often unfavorable attitude of the community, and the actually low remuneration received all work against the security necessary for the good mental health of the teacher. Nor is the position itself conducive to growth. The major portion of the day is spent with young immature minds which do not challenge continued self-growth. The opportunities for advancement are few in number so that the spur of desirable competition is not felt as in the business world. The very demands made upon the teachers' time makes the life a narrow one. Duties are time consuming, those within the school building and those which of necessity are demanded in supposedly leisure hours. The school room often contributes to physical strain and no one can deny the nervous strain which results from working with large numbers of personalities for whose growth and development and well-being a person feels some responsibility. Other causes of maladjustment, however, come from personality attitudes which the teacher has brought with her from childhood and because of the existing environ-

mental professional conditions, they have been emphasized and exaggerated. These are the cases which need the mental hygiene approach by skillful personal counseling.

This problem has many sides and many avenues of attack, no one being the final answer. If the aims of education as set forth in the publications of the Educational Policies Commission are to be approached, a new focus must permeate the entire educational system. As the great and powerful arm of a democracy, the schools must become more democratic with a program whose emphasis is on child growth. These far reaching and fundamental changes can not become operative nor effective until the mental hygiene approach to education permeates the system. Specifically, the public can change more tangible attitudes as well as change the general viewpoint. The public must realize that while the schools belong to and are paid for by the public, that same public must be taught to use its right to dictate policies and offer criticism judiciously. The public's attitude toward teachers has not always laid the foundation for good mental health on the part of the educators. A teacher has every right to be recognized as a person and not as a public servant set aside from folks who have normal desires and emotions. Social acceptance as persons would be a healthy advance. When the recognition of education as a profession has been achieved more fully, another great advance will be added to the profession of teaching.

An even more tangible evidence should be and must be adequate financial return for the teachers. Economic security is no small item in emotional security.

The relationship between administrator and teacher is vital to mental health. The administrator must not only possess good mental health but recognize maladjustment and its causes and treatment among the teaching staff. The good administrator or supervisor acts in a cooperative spirit. She shows confidence in the maturity of the teachers, giving judicious praise and recognition as well as encouragement for the sharing of the problems of the classroom. The good administrator must control the demands in time and energy that are made upon the classroom teacher and always act as a bulwark between that teacher and any disagreeable outside force. A democratic school is the first responsibility of the principal. In a democratic school the administrator must exemplify his doctrine of democracy, making allowances for individual differences among teachers, and realize that education for democracy demands infinitely more democracy in education.

The aim in school administration in a democracy should be mutual

respect, cooperation, and friendliness, associated with calm and thoughtful leadership. The ideal should be guidance in administration. As perfection is made up of a multitude of details so the mental hygiene approach demands more than a philosophy. The administrator must assume responsibility for making the conditions around the job attractive, helpful, and involving little added nerve strain. Along with the public, the administrator should assume active responsibility to protect and insure teachers' mental health.

The teacher herself, however, is the most important factor in the solution to the problem. A prime condition for satisfactory adjustment is that the teacher have confidence in herself and that she respect her vocation. The teacher has within her power the ability to help herself in making the pattern of her life as nearly normal as possible. She should be aware of the narrowing influences of the profession and the in-breeding which results. To avoid these negative factors effort should be made to broaden the horizons by contact with people from other walks of life and by actual contact with other fields of activity. A good teacher has an avocation, many interests, and hobbies which counteract the tendency to overwork. She will attempt to avoid personification of those traits which have given people in the past reason for saying, "So you're a teacher." Above all, each individual teacher must practice the laws of good mental hygiene in her own life and in the pattern of classroom behavior. It is not enough to change outward conditions but it is fundamental to adopt a democratic philosophy. The good teacher must approach all problems objectively, the problems within her classroom and those arising through association with colleagues and administrators and the public in general.

In drawing up a blue-print for the future there are three major points of attack which may be carried on simultaneously. The selection of the prospective teacher is of paramount concern. If teachers bring to the classroom their prejudices, their attitudes, and their philosophy of worthy conduct from their own childhood, it is of vital concern that well adjusted personnel be chosen for the incoming classes in our recruitment program. A maladjusted teacher is a distinct liability to any school.

Any device which can be offered in the training program to develop a mature attitude in meeting reality of life is an aid to mental health and good adjustment. Through many such courses the young teacher must be brought closer to an understanding of the role she is playing in the drama of the development of each child's personality. These courses must also furnish the tools with which each teacher can keep herself mentally healthy.

The pre-service program should lay the foundation for the mental



hygiene approach to all education. Aims must be instilled, not techniques studied. Philosophies must be built, not methods taught. Objectivity in observing and evaluating behavior must be developed, not standards set for classroom procedure. The stable, well-poised, self-controlled teacher who possesses a faith in childhood is a beneficial influence in any school. If such young teachers come from the training institutions there is hope for the future.

In-service training of the present teachers and administrators should make them alert to changes in the psychology of child growth and they should be eager for help in problems of behavior and growth. This attitude must come through leadership. Encouragement for the taking of advanced training, directed help in study groups, and the availability of the latest in research should be the responsibility of the leaders. Desirable environmental conditions must also be studied and improved so that no teacher is satisfied to teach subjects for she wants to teach children. No longer will she be satisfied to experiment with a trial and error method in teaching but will have the desire and the tools to direct the thoughts and plans around the children. The case work method will be the result. All education will be improved if educators know and understand the dynamic events that influence the personality development of children. This is gained through continued group or self-study.

A conscious drive must be made on conditions which tend to prevent teachers from leading normal lives coupled with the teachers' desire to gain and maintain a good degree of mental health. The community has the responsibility of adequate salary, the administrator has the responsibility of "bettering" conditions, while the teacher who plays the lead in the drama, must develop wholesome relationships and attitudes. As many conditions as are controllable, either by the teacher or by others, should be made conducive to desirable teacher growth, to develop mature attitudes to an avoidance of pitfalls seemingly inherent in the educational field. The teacher's life should have deep personal satisfactions in relationships and appreciations outside of school. There should be a balance of professional specialization with a wealth of adult experiences, intellectually, socially, and emotionally.

Child-centered schools can be but a popular phrase without meaning unless teachers are equipped to understand children's personality needs and have a real liking for those children and a desire to work with them. The mental hygiene approach to teaching suggests a new and refreshing viewpoint regarding the profession. It places new emphasis upon the dynamics of teacher-pupil relationships. It provides the teacher with a

greatly needed new outlook. It encourages teachers to make adjustments.

The mental health of the teacher is the most important single factor in the school to provide children with those emotional and social learnings by which in turn society will benefit. Neither ultra-modern school buildings nor the most progressive curricula can surpass in importance the fundamental human qualities which are given to children by a well-adjusted teacher-personality. It is, therefore, imperative to safeguard the mental health of all teachers as the only insurance of the well-being of our children. There is nothing in the scope of the educational system which is more urgent than this.

# A PHILOSOPHY OF HELPING IN SOCIAL WORK

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In selecting this title for a paper to be presented to a group of school counselors, I am, in fact, asserting my own belief that counseling in a public school system is a kind of helping that is not primarily vocational or educational guidance, nor yet a form of psychotherapy, but is rather directly related to the professional helping that belongs to functional social work.

I can well believe that the very terms social work and social worker carry negative implications for many of you, as they often do for the general public, that you will not thank me, perhaps, for putting school counseling, under that heading. While I might claim fellowship with you on another basis, by reminding you, that teachers and professors, like preachers and social workers, are also a frequent prey to public ridicule—witness the old maid school teacher and the absent-minded professor—I would prefer instead to go below the surface to a deeper connection between this common attitude toward school-men, ministers and social workers, and an equally prevalent reaction to all forms of professional help, even medical and psychiatric help. The professor, the teacher, represent authoritative wisdom; they correspond to the community pressure on youth, to learn in the prescribed ways. The preacher, the social worker, even the doctor and the psychiatrist, also represent authority, the authority of the good, the righteous, the respectable or normal and the successful, to whom the sinners, the failures, the sick, the poor, the unadjusted must bend and from whom they must ask for help or healing.

There is something in human beings that instinctively rebels against accepting constituted authority, or admitting need for professional help, particularly in relation to the inner man. Perhaps teachers have learned more easily than social workers the truth of this statement, because they know only too well that children resist being taught, that learning is more or less a continuous struggle. However conforming outwardly, every child with a spark of individuality finds some spot to put his resistance to school or if not school, to Sunday School or to some social institution that represents to him infringement of his inmost self and his own way of feeling or thinking or doing.

While it is understandable to most of us who can still think of ourselves as school children or even as high school or college students, that it is natural to resist being taught, however necessary it be to learn or however



sincere the desire of the learner, it is hard for most people to accept the assertion that adults in need also resist being helped just as truly as children resist being taught. How can it be that benevolence itself may provoke a desire to retreat, to refuse. Social workers have taken a long time to discover what seems, at least to one school of thought, to be a basic factor in offering the services of a social agency, which is that the applicant not only asks for help, he also resists taking it unless he controls it completely.

There would appear to be in all of us, some fundamental fear or distrust which makes us struggle to the last to maintain something that feels like independence and to resist admitting a need that might spell weakness or vulnerability before the helper who apparently has the answer and therefore the power to control, to give or to refuse. In fact, it is some necessity to maintain the self intact that proves to be the greatest obstacle to learning, to training, and to helping. One might characterize this phenomenon psychologically as the human will in its negative, resistant form, the will that is organized in struggle and conflict with the forces which threaten it, both internal and external. A child has to find himself somehow, over against others, his parents, his teachers, his mates, in order to discover who he is. This can become too aggressive, too defensive for, or too repressive of his own individuality. For all of us the balance is hard to maintain between the fighting organization of the will that we need in order to meet the daily problems inside and out, and the positive, purposeful will that is primarily for itself and not against anything. If this is true, then the first problem of all helping—teaching, counseling, social case work or therapy—is to make it possible for the child who is sent or the adult who comes to a source of help to work through the layers of fear, refusal and resistance, sufficiently to accept the help that is offered and to arrive thereby at some new unrealized positive expression and use of his own powers.

In order to profit by this insight, as teacher, counselor or social worker, one must first accept the fact that however sincere the desire to help, however obvious the need, it is not always possible in any particular instance. Either the helper has not the right service to offer or the requisite skill with which to offer it or the person in need is unable or unwilling to use the help. True, one can compel a child to sit in a classroom, but not even the best teacher can make him learn against his will nor can a social worker force a client to take or use a service he does not want, or whose conditions he will not meet, however great his need. To be a helper then under any guise requires a kind of discipline of self that makes it possible

to take refusal or rejection, to leave the other person free to go his way even though one deplores the outcome. When a child is involved, this is not easy and many of you may even consider it wrong. A child should be taught, should be helped, should be saved. I agree and I know as well as you how bitter it is to admit helplessness in the face of a child's need. Yet, I also believe that the recognition of our own limits as helpers is the first essential in being able to help (or even to teach). That recognition which is an end result of professional training, has to go beyond a mere verbal admission to the depth of acknowledgment of our helplessness to save another against his will.

As a corollary to this first principle of helping, I would add another that may seem to you too obvious or too inherent in the first to need special mention, that is, that child or adult, whatever his need or the contribution of the helper, must ultimately take help in his own way, create his own salvation out of the source the other has provided. Hopefully, the helper can set up conditions that are favorable, can with skill further the process but the actual movement which leads to a constructive solution, although it requires the medium of relationship for its dynamic, is finally dependent on the impulse toward growth and the capacity for self-reorganization residing in the individual himself.

In this connection, I should like to make a comparison between the point of view which I represent, which as psychology rests on the work of Otto Rank, and as social work theory is called a functional approach, and two other views, which one may designate by the terms psycho-analytic and non-directive or client-centered counseling. I am sure that many of you are familiar with the Freudian psychology and I understand that Dr. Carl Rogers presented his view to this very group last year.

The psycho-analytic approach to helping emphasizes the resistance of the patient to the efforts of the therapist as does the Rankian theory, but the psycho-analyst considers this resistance to be the patient's fear of refusal, his weakness and desire to escape, in the face of painful reality, and treats it as something "bad", something the patient should not have, an attitude with which the patient agrees. Rank, on the other hand, saw the resistance of the patient as an indication of the strength of will with which a human being inevitably resists what must feel like the imposition on him of a stronger will, the therapist's. In other words, Rank accepted resistance not as a peculiarly unfavorable aspect of the patient's personality but as a natural result of the helping situation, in which the therapist seems to have the patient at a disadvantage. Rogers, on the other hand, in his presentation of counseling as non-directive, or client-centered therapy,

appears to have ignored the client's inevitable resistance to being helped, or changed, even when he comes asking for it. Evidently Rogers hopes to eliminate this difficulty by emphasizing the passive or accepting role of the counselor and the non-directive character of his relation to the process. What he has overlooked or under-estimated, in my opinion, is the impossibility of maintaining such a neutral, colorless relation which denies the very reason for which the helper is there, i.e. his desire and intention to help the client with his particular problem. Even if one could be so without will in the situation, the client would put upon the most passive helper his own need to be opposed, to have someone upon whom to project the conflict which he cannot solve alone.

Rogers' passivity reminds me of Freud's early technique of free association, in which the analyst was supposed to sit by and the patient's only task was to say whatever came into his mind. One can easily see that there would be plenty of room for resistance even in this apparently harmless requirement. Could anything be harder than to be left so free? What if nothing comes; what if the mind is blank? Perhaps you yourselves have experienced that blankness in coming to a supervisory conference. You know that you do have problems and that you are supposed to bring them to the supervising counselor. But I am willing to risk the bet that those problems tend to vanish from your mind as you enter the supervisor's office—or possibly you suddenly feel yourself overwhelmed with innumerable practical details which you then pour out in a flood of externalities, complaints and worries. If the supervisor just sat and said, "Yes, you do feel overburdened, don't you", do you think you could respect her insight, her understanding or her responsible relation to the job?

With Dr. Rogers' stress on the importance of the immediate relationship between helper and client, and on the present life problem of the client rather than on his historical past, the Rankian school and most psychoanalysts today would be in approximate agreement, but from the viewpoint of the experienced psycho-analyst, Dr. Rogers has reduced the therapeutic process to a dangerously simple, would-be, fool-proof procedure and has removed from the helper the burden of responsibility for helping, without which he has no reason for existing. Do not let yourself be misled into thinking that there is any royal road either to being helped or to the professionally responsible role of helper. It takes "blood, sweat and tears" as well as training.

Fortunately for me, Dr. Rogers' theory and method are directed to therapy, not to social case work. My task from this point on is to relate these basic principles of helping which cannot be separated from therapy



to a conception of social case work as developed by the functional point of view. The very term *function* implies a direction and a goal, so that it could not possibly be thought of as non-directive, nor could it ever be completely client-centered, since social case work as we know it today is always related to a social organization, an agency with its own character, its own particular purposes, its conditions and limitations and its community sanction.

Functional social work was developed originally in Philadelphia, largely through the Pennsylvania School of Social Work, the Philadelphia Child Guidance Clinic and the child placement agencies. The psychology of helping on which it rests is derived from Rankian theory; but as a theory of social work practice, it cannot be laid at the door of any school of psychotherapy. It has grown out of fifteen years of experience in trying to make the service of social agencies truly helpful to those who need them and are able to use them, fifteen years of learning to respect the job that belongs to social work without trying to make it psychiatric or psycho-analytic, and fifteen years of learning to train workers who are able to be responsible for what they do, as social workers representing an agency and its community, not as would-be therapists on their own.

When I first came to Philadelphia in 1918, in the period following World War I, the trend in social work was away from the sociological and social rehabilitation, toward an interest in understanding the individual. The effort was toward some kind of psychological interpretation, some diagnostic description of the client's personality or behavior problem and its causes based on an elaborate assembling of personal and family history.

In the private family agency of this period, there was a beginning tendency to ignore the relief aspect of their work, in an emphasis on treatment of the individual through the case work relationship, regardless of the fact that the client came still for the weekly check. At this stage of development, case work had gone no farther in its emulation of psycho-analysis, also just coming into power, than to try out its technique of passivity, a kind of non-directive listening not unlike Dr. Rogers'. It was simpler to listen when one did not know what else to do and it sometimes produced results. Gradually, however, the passive acceptance, for which Philadelphia was noted, moved into a more active exploration and interpretation of personal history and family relationships and here too, the past easily became a refuge from responsibility in the present. Currently since relief has been taken over by the Public agency, the trend in family case work is toward a form of psycho-analytic treatment often called counseling, and frequently supervised directly by psycho-analysts. However,

there is growing rapidly in this immediate section of the country, a vigorous movement toward a functional definition of family agency service which the Pennsylvania School is proud to have promoted.\*

In the field of child placement in Philadelphia with which I was associated for many years, there was a similar beginning but perhaps because of its essentially concrete, real nature, a strongly functional outcome. In those early days of 1918, in the Children's Aid Society of Pennsylvania and the Children's Bureau of Philadelphia, both of which I served as psychologist, we began to study individual children as never before. We gave them mental tests, we observed and recorded their behavior, we put them through medical examinations, we wrote up elaborate social histories, only to say to ourselves in the record, "No wonder this child behaves as he does; his father drank and deserted, his mother does not love him. Of course he lies and steals. What he needs is to be loved." Of the need there was no doubt, but how secure love for this unlovable boy? In certain New York agencies of the period the consultant psychiatrist would sometimes put the obligation to provide affection upon the worker with her twenty or thirty other children and her human uncertainty as to permanence of occupation. I need hardly comment that practically, even if theoretically desirable, this source of love is sure to fail. Love to be satisfying must be reliable and personal. Help from a social agency has to be professional in order to be reliable or effective.

In Philadelphia which was less under psychiatric influence than New York, the *foster home* tended to be the answer for child and worker. Our effort was to find by intuition or good luck, the foster home that would do the trick. If one home failed, perhaps it was not the right home, so find another, better luck next time; or perhaps it was the fault of own parents who interfered too much. Maybe we could find a distant country home where they would visit less often. Thus was allocated to foster parents almost the entire responsibility for the success or failure of placement. True, the worker visited, encouraged, interpreted child psychology, or finally removed the child of an unsuccessful placement, but there was no control. It was not until the nineteen thirties, that this trial and error method was transformed by a new comprehension of child placement and its meaning to child, parent and foster parent. For the first time in its history, the Children's Aid really looked at its function and tried to become responsible for carrying it as a continuous process in time that involves the consent, the responsibility, the participation of everyone in-

\*See pamphlet on "Counseling and Protective Service as Family Case Work", Jessie Taft, Editor, published 1947, by the Pennsylvania School of Social Work of the University of Pennsylvania.

volved in its on-going. For the first time, it became clear that only the parents can give a child over for placement, that they have the power to make or break any plan of agency for the child. They discovered that child placement begins in an application process with the parent, who has a right to know what agency will expect of him and to begin to understand what he must bear in loss of parental rights if he places his child.

At the same time, the placement agency awoke to the fact that the youngest child, even the baby in arms has his own relation to placement and can fight it to the end if he so wills. Workers learned that the child's power to accept or reject foster care is as great as the parents' but that if the parent comes to genuine acceptance, the child's attitude is simultaneously affected. Also that if the child's own strength and capacity are respected and if he is permitted to express his feelings, his fears and resistance, he may with the worker's support, find his own way of moving into a foster home positively as something he can use for himself.\* With this approach, which takes into account the responsible part carried by every participant including the rights as well as the duties of foster parents, the case worker finds her true function as agency representative. She is responsible for keeping a placement process going, which continuously balances and re-balances the human forces that have to be integrated toward the goal of growth and development for the child through the medium of the foster home. This kind of social case work is active and directive. It is client-centered in that it exists for the sake of a service to parents who need it, and for the child whose daily living depends on it, but never for one moment does it operate by wiping out its own essential character or refusing to stand by the responsibility it carries. This is what we mean by functional case work, case work that makes it possible for the clients who seek a service, to face its painful problematic aspects in order to use it constructively if they so decide. The functional case worker needs to be as sensitive and understanding as a therapist but what he has to know is how to carry his own job, how to make his service effective—not how to conduct therapy.

I might at this point give you case illustrations of what I mean by this description of helping in social work, but even so, it would not apply exactly to your activities in the school and might carry little conviction beyond the interest of the story. I should like rather to discuss what seems to me to be the application of a functional theory of helping as opposed to a psycho-therapeutic conception, in your particular field of school coun-

\*See pamphlet "The Role of the Baby in the Placement Process", Jessie Taft, Editor, published 1946, by the Pennsylvania School of Social Work.



seling, leaving to you the case illustrations which you can supply far better than I.

As I understand it, the counselor in a school has a function that differs from that of teacher, principal, disciplinary or attendance officer, and is yet so related to them that his work would, ideally at least, in no way conflict with theirs or with the necessity of the pupil to come to terms with the aspects of school life which they represent. I can appreciate the difficulty of your task, especially as you have probably come out of the teaching function. How hard it is, how long it takes to develop a new, unique relation to the school itself, as well as to the pupil. You are required to represent the rightness of *schooling* itself, as well as the particular school you serve, to become as much a representative of the whole school and its purpose in relation to parents and children as the principal, yet your function is not his, although he includes it in his conception of the needs to be met. While as former teachers you understand the teacher's relation to pupils only too well, as counselors you are obliged to separate from your too easy identification with the teacher's problems, in order to discover your own quite different role. Functions are truly dynamic and differentiating, one does not lead into the other easily, however closely connected. I can well believe that when you faced your first referral from some impatient teacher, and saw before you an uncomfortable, silent child who was not there to be helped with his arithmetic, nor yet to be disciplined for his behavior, you felt as helpless and without direction as the child himself. As I see it, school counseling involves a whole new vision of the social importance of school to child and parents, as well as a new comprehension of the power that parents and child exert over the educational process and its success or failure. It is on the development of the counselor's function, in my opinion, that this vision must depend primarily for its realization.

If child-placement, which, however important, affects relatively few children, is to be considered social work how much more truly is the educational process of the public school to be recognized as the most important and pervasive socializing influence in our civilization, next to the family itself in its effect upon the personality development of our children. Teachers and principals are so accustomed to the traditional working of the school and so absorbed in the problems parents and children create to prevent it from doing its utmost; problems of attendance, health, behavior, poverty and lack of intelligence, that they seldom stop to realize the power they wield, the weight their function carries, and what a tremendous leverage is theirs, once the school learns to find a focus for utiliz-

ing this social meaning in order to meet the personality factors that create many educational problems. Indeed, these problems will become open to solution, only as fast and as far as the public school learns to carry responsibility for the social forces which are inherent in its educational process and to be willing to approach education as at bottom a social service, which must be chosen and furthered willingly in some way and to some extent by the youngest child or the most ignorant parent.

It is the counselor who brings to a focus and has back of her the value that the school possesses at bottom for every child and every parent however at odds they may be at the moment. The counselor has no need to create authority or fall back on discipline. Nor does he need to become a therapist, forgetting the school in his concern for the child. Merely by virtue of his position as counselor, he represents the whole meaning of the public school system in our society. However we criticize it, however a child rebels, its validity is not questioned. There is no ordinary child (perhaps one may except a genius) who would not desire in his heart to do well at school, to be approved by teachers, to become popular with his mates, and a source of pride to his parents; no parent however indifferent, who does not feel his child's failure at school to be in some measure his own, who would not want things to be bettered, if he had any way to begin.

This is the counselor's underlying source of strength, the fact that he can safely assume that the most problematic child or parent, would, if he could find a way to move toward it, want something to be changed, some help to improve his relation to school. But that want is overlaid with fear, defensiveness, distrust of school and disbelief in self. Often it cannot be reached through teaching or discipline, it is beyond group help. Only the individual approach, through someone who represents the school, but who has a different focus, who is free to see the child himself, as neither teacher nor principal is free, can hope to meet this situation in which the educational process is blocked by the child's inability to use it. To put it in social work terms, the client (parent or child) for some reason is no longer able to use the service of the agency or may never have been able to use it to capacity.

I realize that when I put upon the counselor an obligation to accept the school and its system wholeheartedly, I may seem to be assuming a perfection that is non-existent. Surely the school system is imperfect, some principals lack social vision, many teachers are impatient with counseling as a form of "spoiling" or are themselves ineffective in their teaching and in their handling of group problems. The counselor may well be tempted to lose himself in identification with the child's side, to feel that

the pupil is justified in his rebellion. The fact remains that unless the counselor can find in himself enough conviction about the rightness of schooling and of his school in particular to represent it as something of vital importance to child and parent and to believe that the child has it in him to meet its conditions constructively if he so wills, he will be unable to carry the function of counselor and will be impotent to help the child to a better school adjustment. For helping rests on the inevitability of the problem to be faced which the helper represents, as truly as it depends on the helper's understanding and acceptance of the client's ambivalence, his wanting as well as his resistance.

The function of the school counselor, then, is no different from that of any case worker whose job it is to enable an applicant who asks for it to utilize the service of his agency. Only in this case the service itself is education, which every child needs and every parent wants for his child—the agency is a large complex, perhaps over-crowded, understaffed school, its time span covers all the years a child is growing up. The counselor is the social worker who believes in the service of his agency so surely that he is in no danger of ceasing to represent it and its conditions. He knows that these conditions are there to be met if the child is to find a happy on-going relation to school but he is not the teacher with thirty or forty children to keep in order. He is there to help the individual child to express all his bad feelings, justified or not, to face his fears, his hatreds, even of the teacher, his doubts of the counselor and the school and finally, for as many interviews as it takes, to help him also to look at his own part in his problems, to weigh his need for school, to consider what if anything he is willing to do, in order to stay there, to make things better, and how, if he so decides, he might begin. It may be that the child's problem obviously involves the parent, indeed it is hard to believe that the parent does not have a part in every case where a child comes into real conflict with the school. If the parent is brought in, the counselor's function remains the same. He is not concerned to involve or reform the parent except as the parent however fearful, threatened or defensive, is actually related to what is happening at school, and from the counselor's viewpoint is important because his participation is essential to any constructive outcome for the child. While the parent's power and rights are to be respected, as well as the child's, there need be no denial of the school's requirements. The counselor has the power given to him not only by the principal but by the meaning of school to the community. The most irresponsible parent, the most hostile or defensive one, is as sure to want



the school for his child, as the child is to need it, if he is approached respectfully and with that underlying conviction.

So the school counselor, because he can stand for the school both as a goal and as a stumbling block to parent and child, is free to relate to them in understanding of the problem his service creates. Through his identification with their conflicted feelings, he can release them to a new comprehension of the school as they discover its humanity in him, and by his firm support of the school's requirements, help them to face and affirm the necessity for change in their relation to school.

I do not know whether you can accept this description of school counseling, but if I am right in my understanding of its potentiality, it needs for its practice, the same helping process that is utilized by functional case work, not the therapeutic process of psycho-analysis or non-directive therapy. Its function is not to solve the personality problems of children or their parents as such, but to try with individual consideration to help child and parent to solve school-connected conflicts which prevent a constructive use of the very service the school exists to give.

## SCHOOL SOCIAL WORK AS A PART OF THE SCHOOL PROGRAM\*

By RUTH SMALLEY, *Professor of Social Case Work*  
School of Applied Social Sciences, University of Pittsburgh  
Pittsburgh, Pennsylvania

This war more than any other has made us resolve to work together to create the kind of world in which wars cannot be. As educators consider their part in the accomplishment of this generally felt purpose, they cannot fail to be aware of a double obligation—first, to reconsider educational programs in the light of their effectiveness for creating social attitudes as well as for transmitting knowledges and skills; and second, to insure that *all* children, including those with physical, mental, or emotional difficulties, have such assistance as they need to enable them to profit as fully as their abilities permit by their school experiences. To offer this assistance is one of the special purposes of the school social worker, or visiting teacher, as these specialists were formerly and still are known.

Acceptance of school social work as an essential service of the public schools is based on the predication that if education is to do its part in the building of the post-war world it must be related to the individual differences as well as to the likenesses of the children it serves. This means flexibility in educational programs and teaching methods without sacrifice of educational standards. It means too, that some children will need specialized help to make creative social use of their school experience.

The following material has been drawn up to answer certain questions frequently raised by school administrators and teachers about the nature of school social work and the contribution it can make to the public-school's accomplishment of its purposes.

### *What is School Social Work?*

School social work, better known as visiting teacher work, is a specialized form of social case work. It is identified with and is a part of the program of the public school. It is a method of helping individual children use what the school offers them. In this way it seeks to maximize (not duplicate) the contribution of the classroom teacher. It involves interviews (1) with the individual child having difficulty in using the school, (2) with teacher, principal, psychologist, school nurse or other school personnel who can both contribute to and gain from the worker's understanding of the

\*Reprint from *Education for Victory*, Vol. 2, No. 20, April 20, 1944, Helping Children Use What the School Offers, United States Office of Education, Washington, D. C.

individual child, (3) with parents, (4) with social workers in community agencies who may already know the child or who may be helpful to him or his family. Success in this important work requires specialized training in social work in addition to training and experience in education, and certain personal qualifications.

### *What Children Require the Services of the Type Indicated?*

Children are in need of sympathetic help who demonstrate failure to make good use of the opportunities the school offers through (1) failure in school subjects, (2) aggressive, anti-social behavior, (3) withdrawn, recessive behavior, (4) bizarre or socially undesirable behavior, (5) truancy, (6) lack of physical energy due to illness or neglect. The visiting teacher or school social worker assists in locating the cause of the difficulty and in discovering and applying means of remedying it.

### *How Does It Happen That Some Children "Get Along All Right" in School and Others Require Individual Help?*

Because public education usually involves teaching groups of children—often large groups—each including individuals differing widely in endowment (physically, intellectually, emotionally). Because the life experience of every child is highly individual. Because immediate social, physical and emotional pressures vary greatly from child to child. In short, because each child is an "individual" expected to participate in and gain from a group program. Some children will need individual help to make the most of that "group" opportunity.

### *Why Should the School Be Concerned About These Children?*

Because the complete purpose of the school is not fulfilled, the efforts of the teacher are impaired, and the "taxpayer's money" is uneconomically utilized if children fail to use the opportunity for learning in a social situation which is offered by the public school. Because such children miss a great opportunity for healthy growth which can yield rich dividends to them, their community, and their country—now and later. The school, as a social institution, cares about that.

### *Why Do the Principal, Classroom Teacher, School Nurse, Psychologist, or Adviser Need the Aid of a School Social Worker in Their Work With Unadjusted Children?*

Because each serves a highly specialized purpose which demands his full time and energy for effective results particularly under the crowded

conditions which characterize many classrooms. The purpose of social work is "to give assistance to individuals in regard to difficulties they encounter in their use of an organized group's services (for example, the public school) or in their own performance as a member of an organized group." The school social worker is prepared, through specialized training in social work, to use the skill necessary to realize that purpose.

It has long been recognized that a doctor needs a special competence to practice medicine, a teacher to teach, a lawyer to practice law. Yet there was a time when common sense was the only requirement for the practice of any of these professions. It has more recently been recognized that a special competence is required to help individuals deal effectively with certain problems in social living.

### *Just What Does the School Social Worker Do?*

She helps to locate with the child, teacher, parent, and sometimes, with the community, the factors interfering with the child's use of school. She helps the school to treat the child as an individual. She helps the child, through interviews with him, to take responsibility for himself in school. She helps the parent share responsibility for the child with the school, and makes necessary contacts with appropriate community agencies; and assists with whatever family, financial, health, or other problem may be interfering with the child's best use of school. She represents the school in community social welfare activities.

### *What Salaries Do These School Officials Receive?*

In general, salaries of visiting teachers, home visitors, or school social workers are commensurate with salaries of other public school personnel having comparable professional preparation and carrying comparable responsibility. They are commensurate, also, with salaries of positions of equal responsibility in the field of social work. They vary widely among areas and school systems.

### *What is the History and Present Extent of School Social Work?*

School social workers, then and still quite generally called visiting teachers, were first employed in 1906 in several eastern cities. Their professional preparation was not well defined and their salaries were paid by organizations outside of the public-school system (a psychological clinic, a women's organization, a settlement house) who were interested in the social adjustment of public-school children. In 1913, Rochester, N. Y., became the first city in which the board of education employed its own



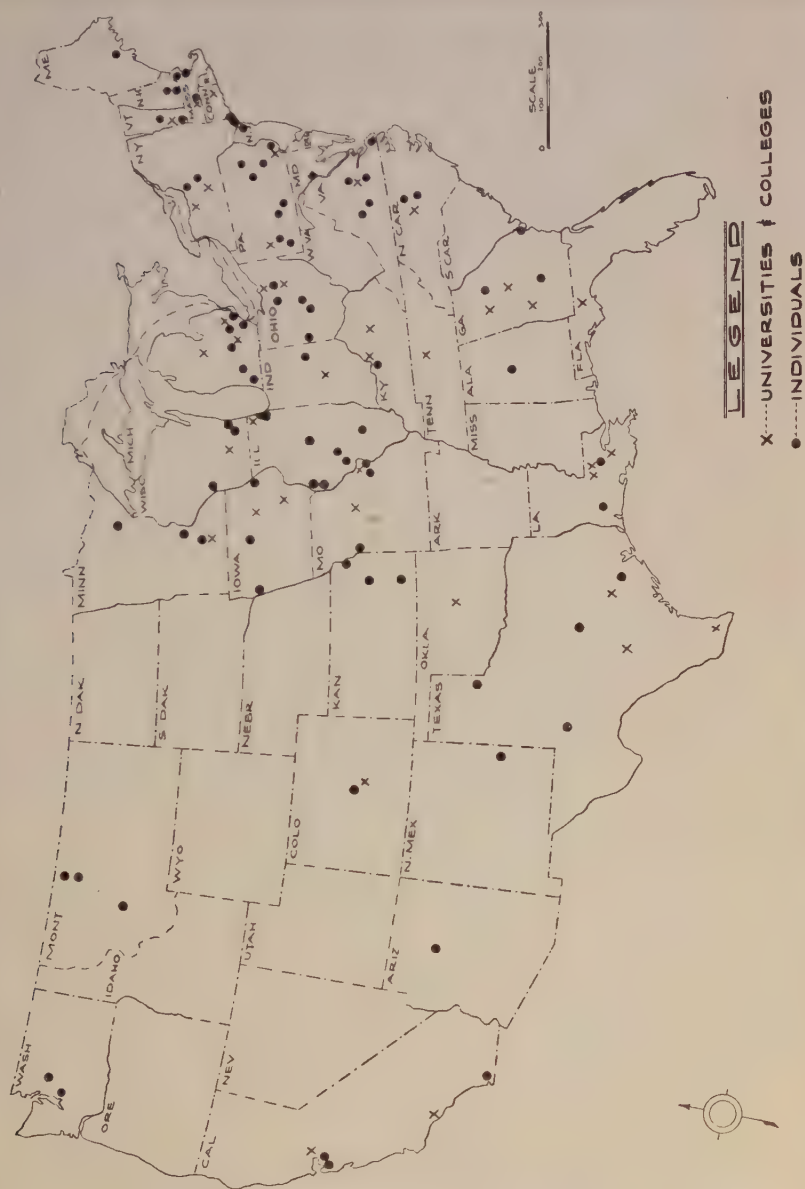
"visiting teacher" and equipped her with education in social work. The Commonwealth Fund in 1921 sponsored the development of visiting teacher departments in the school systems of 30 localities, 21 of which, after the eight-year demonstration period, continued to finance their own departments.

There are now over 150 school systems which include in their programs, work of the kind indicated. There are well-established departments in such widely separated localities as Rochester, N. Y.; Newark, N. J.; Portland, Oreg.; New Orleans, La.; Cincinnati, Ohio; St. Paul, Minn.; New York, N. Y.; Greenwich, Conn.; San Diego, Calif.

#### FOR YOUR INFORMATION

1. Geographical Distribution of Inquiries in Year 1946.
2. Types of Requests from Various Sources for Information regarding School Social Work in Year 1946.
3. Certification Requirements for School Social Workers in Certain States.
4. National Conference of Social Work.

# GEOGRAPHICAL DISTRIBUTION OF INQUIRIES IN YEAR 1946



## Types of Requests From Various Sources for Information Regarding School Social Work in Year 1946

1. Requests from city and state superintendents of schools in regard to information for the general program of visiting teacher work or possible employees .....	20
2. Requests from schools of social work or from colleges of education in regard to the whole question of the training of the school social worker .....	28
3. Requests from elementary school teachers in regard to the whole question of the training of the school social worker .....	7
4. Requests from community agencies such as welfare councils, PTA groups, women's clubs, etc. as to the function and training of visiting teachers .....	9
5. Inquiries from visiting teachers for information or material in regard to their job or vacancies .....	37
6. Inquiries from students for information or material for theses or preparation for entering the field .....	27
7. Requests from libraries for pamphlet material .....	12
Total Requests .....	140

These inquiries represent 28 states and foreign areas as follows: Italy, Palestine, Puerto Rico, Canada, Hawaii, and South America. The inquiries from colleges and schools of social work and education represent 24 states. The communities within the states range from towns of 500 such as Springfield, Louisiana, and West Manchester, Ohio, with a population of 500 and 372 respectively, to metropolitan areas such as Philadelphia, Chicago and Washington, D. C.

The above reference to state contacts does not include the correspondence we have been carrying on with Virginia, Ohio, Georgia, Michigan, New Jersey and California. California, Tennessee and New Jersey state legislatures are in the process of revising their educational provisions in relation to standards and certification for school social workers or visiting teachers. Ohio and Indiana are requesting help in the setting up of training courses for school social work.

## Certification Requirements for Visiting Teachers or School Social Workers

### VIRGINIA—Permanent

1. Hold highest form of teaching certificate (*Collegiate Professional*)
2. Two semesters of appropriate training in social work at a recognized institution *or* one year of successful experience in social work.
3. Three years of successful teaching *or* two years teaching and one year of social work.

\*Persons employed as visiting teachers in 1945, prior to the establishment of above requirements and who have had three years of successful teaching, will be considered for continuation on recommendation of the local school board and division superintendent. Each case is to be decided individually and on its own merits.

#### \*Temporary:

- A. Must meet No. 1 and No. 2.
- B. Shall secure two semester hours of training in social work from a recognized institution within four years after first employment.

### NEW YORK STATE

1. Baccalaureate degree  
*and*
2. Graduation from an approved school of social work including ten semester hours in courses related to Psychiatric Social Case Work.

### NEW JERSEY

1. Graduation from an approved college  
*and*
2. Sixteen credits in approved courses with emphasis on the psychiatric social case work field, including ten weeks of supervised field practice in visiting teacher service in schools.
3. Three years successful teaching  
*or*
4. Two years teaching and one year of approved social work.

Permanent certificate given after evidence of three year's successful visiting teacher experience in public schools in New Jersey subsequent to the issuance of the limited Visiting Teacher's certificate



## LOUISIANA

*From August 1, 1944 to July 1, 1947*—Visiting teachers who have not heretofore served as truant or attendance officers shall meet the following temporary certification requirements:

1. Class 1-B certificate which requires:
  - A. *Baccalaureate degree* or better  
*and*
  - B. *Five years of successful teaching*
2. Holders of Class 1-B certificate who obtain temporary authorization to serve as visiting teachers must earn prior to July 1, 1947 a minimum of *nine semester hour credits related to the responsibilities of the visiting teacher* in order to *obtain permanent authorization as visiting teacher*. The nine semester hours so earned shall be subject to approval by the State Supervisor of Visiting Teachers and by the *State Supervisor* of Teacher Education and Certification.
3. Persons who served as truant or attendance officers during 1943-44 shall, upon recommendation of the parish school board, be granted temporary certificates valid for one year only. Such persons who do not possess all the qualifications for certification as regular visiting teachers must by July 26, 1949 obtain the full qualifications required by the State Board of Education.

## GEORGIA

1. Professional teachers certificate (requires four years' college work, including special preparation for work of the visiting teacher as specified by the State Department of Education)
2. A graduate professional certificate for services as a visiting teacher shall be developed to correspond with similar certificates for other special services and teaching fields.
3. State Department of Education is authorized to prescribe professional courses which shall serve as a basis for certifying qualified teachers for this service.

## OHIO

### Provisional Certificate

- A. Teachers' certificate
- B. One year' experience in teaching

One year experience in social case work

One additional year experience in either teaching or case work

- C. Degree or its equivalent from a graduate school of social work may be substituted for one year of experience in social case work

#### Eight-year Professional Certificate

A. Three years successful experience as a visiting teacher under the provisional certificate

B. Master's degree in social work or equivalent certificate conferred by an approved school of social work

#### Permanent Certificate

The eight-year certificate will be made permanent upon evidence of forty months successful experience as a visiting teacher under the eight-year certificate

### MICHIGAN

#### Certificate

Michigan life or provisional permanent or other certificate recommended and approved by the State Board of Education.

#### Experience

Three years appropriate experience, some of which should be as a teacher preferably on an elementary level. (*Teaching requirement may be waived by the Department of Public Instruction in an exceptional case if the applicant has had an unusually rich background of appropriate experience.*)

#### Education

1. A.B. degree or equivalent and fifteen semester hours of graduate credit in graduate approved courses.
2. Thirty semester hours in Education, Social Work, Psychology and Sociology.

### CONNECTICUT

1. Elementary or secondary teacher's certificate  
and

Two years of public school teaching experience

2. One year of completed work in an accredited school of social work
3. Nine months experience in case work with children in an accredited social agency.

## PENNSYLVANIA

1. Teacher's certificate
2. Six semester hours in approved courses of college grade selected from an approved list (i.e., Principles of Social Case Work, Social Psychology, Methods of Social Investigation, etc.)

The State Departments of Education in California and Tennessee have appointed committees to study the question of credentials and the requirements for issuance of certificates prior to making recommendations to their State legislators.

## National Conference of Social Work

April 13-19, 1947

San Francisco, California

Monday, April 14—*General Session*—2:00 to 3:30 P. M.—Two 30-minute papers and discussion.

Subject: "Contribution of Child Guidance Theory to the Treatment of Behavior Problems"

Speaker: Miss Esther Heath, Executive Director, Pasadena Child Guidance Clinic, Pasadena, California.

Subject: "Certification of School Social Workers"

Speaker: Miss Helen Wright, Dean, School of Social Service Administration, University of Chicago, Chicago, Illinois.

Discussion of above presentations to be led by Miss Gladys Dobson, Supervisor, Visiting Teacher Department, Portland Public Schools, Portland, Oregon.

Tuesday, April 15—*Business Meeting*—4:00 P. M.

Thursday, April 17—*Joint Session with Case Work Section*—10:30 to 12:00 A. M.—Two papers.

Subject: "Social Case Work Services in a School Setting"

Speakers: Miss Alice Henry, Supervisor of Child Guidance Services in the Public Schools of San Francisco, San Francisco, California.  
Miss Margaret Templeman, Case Worker in Family Service Association, San Diego, California.



## MEMBERSHIP

Membership in a professional organization is a strengthening factor for the individual practicing within that profession. This is as true for the school social worker as it has long been for members of other professions. National Association of School Social Workers has members in 34 states and in Hawaii.

All members receive the National Association of School Social Workers Bulletin and other materials such as reprints, book lists, conference programs, notices, and other publicity. Membership is determined by the training and experience of the applicant. There are four types of membership:

Contributing \$5.00 per year; Senior \$3.00 per year; Junior \$2.00 per year; Associate \$1.00 per year. The first three classifications have voting rights and senior members are eligible to hold office.

Applications for membership and a statement of membership requirements may be obtained from the Membership Chairman, Miss Helen E. Weston, 13 South Fitzhugh Street, Rochester 4, New York.

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Copies of previously published Bulletins and additional copies of this issue may be obtained from the N.A.S.S.W. Executive Secretary—Mrs. Ruth East, 1367 Clover Road, Rochester 10, New York. Price varies from 5c to 20c depending upon date of publication.

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We also have some pamphlets—reprints—and reading lists pertaining to school social work. Lists of MATERIAL AVAILABLE can be secured upon request.

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Changes of address should reach the office of the Executive Secretary as soon as possible.



